DOCUMENT RESUME

ED 251 533 UD 023 904

AUTHOR Clinchy, Evans
TITLE The Pursuit of Excellence: Improving the Quality of Our Urban Schools through Desegregation, Equity and Choice. A Final Report from the Program Committee of The Worcester Conference on Equity and Choice (Worcester, Massachusetts, April 9-10, 1984).
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
PUB DATE Aug 84
NOTE 46p.; Conference also sponsored by the Public School Systems of Boston, Brockton, Cambridge, Fall River, Holyoke, Lawrence, Lowell, Lynn, Medford, New Bedford, Springfield, and Worcester.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - General (140)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Accountability; Bilingual Education; *Educational Equity (Finance); Educational Improvement; Educational Quality; Educational Technology; Elementary Secondary Education; Equal Education; Evaluation Methods; Financial Support; Long Range Planning; Magnet Schools; *Multicultural Education; Parent Participation; Program Improvement; *School Choice; School Desegregation; Special Education; Staff Development; *State School District Relationship; *Urban Education
IDENTIFIERS *Massachusetts

ABSTRACT

In April 1984, more than 350 parents, teachers, principals and administrators from major urban school systems in Massachusetts met to define what an "excellent" desegregated urban public school system should be. This conference report, following excerpts from a keynote address by John E. Durkin, documents seven workshops which focused on the following strategies for excellence: (1) the role of magnet schools; (2) systems of parental and teacher choice; (3) greater parent, student and public involvement; (4) superior staff development and parent involvement programs; (5) outstanding programs for bilingual and special needs students; (6) the development of district-wide systems of evaluation and accountability; and (7) new uses for high technology. A summary list of recommendations that workshop participants drew up for State education officials and State legislators also is included. In addition, the formation of a Superintendent's consortium of urban school students, which grew out of the conference, is outlined, and its activities for the future are described. The conference schedule, as well as a list of all practitioners who made presentations during the workshops, are appended. (RDN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED251533

NOV 13 1984

# EQUITY & CHOICE CONFERENCE

## April 9, 10, 1984

## Worcester, Massachusetts

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. Glenn
Mass. State Board of Ed.
Bureau of Equal Ed. Op.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# CONFERENCE REPORT

## August, 1984

*Sponsored by the Public School Systems of:*

| | |
|---|---|
| Boston | Lowell |
| Brockton | Lynn |
| Cambridge | Medford |
| Fall River | New Bedford |
| Holyoke | Springfield |
| Lawrence | Worcester |

*and*

The Massachusetts State Department of Education
The Bureau of Equal Educational Opportunity

UD 023904

*Hosted by the Worcester Public Schools*



*John E. Durkin, Superintendent*

# THE PURSUIT OF EXCELLENCE:

# IMPROVING THE QUALITY OF OUR URBAN SCHOOLS

# THROUGH DESEGREGATION, EQUITY AND CHOICE

A Final Report

from

The Program Committee

of

The Worcester Conference on Equity and Choice

A Working Conference on Providing Educational Excellence

April 9 and 10, 1984

Sheraton-Lincoln Inn
Worcester, Massachusetts

"To separate (black children) from others of similar age and qualifications solely because of their race generates feelings of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone...We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

—Chief Justice Earl Warren of the Supreme Court, speaking for the majority in Brown vs Board of Education, 1954

**Participating School Systems:**

Boston, Brockton, Cambridge, Fall River, Holyoke, Lawrence, Lowell, Lynn, Medford, New Bedford, Springfield and Worcester

**In Cooperation with:**

The Bureau of Equal Educational Opportunity of
The Massachusetts State Department of Education

**Hosted by:**

The Worcester Public Schools
John E. Durkin, Superintendent

**CONFERENCE HOST SUPERINTENDENTS:**

Robert R. Spillane, Boston
Manthala George, Jr., Brockton
William C. Lannon, Cambridge
John R. Corriero, Fall River
George W. Counter, Holyoke
Eugene F. Thayer, Lawrence
Henry J. Mroz, Lowell
George F. Laubner, Lynn
Raymond S. Murano, Medford
Constantine Nanopoulos, New Bedford
Thomas J. Donahoe, Springfield
John E. Durkin, Worcester

**CONFERENCE PLANNING COMMITTEE**

Roland E. Charpentier, Chairperson
Judith Rizzo, Boston
Willie Wilson, Jr., Brockton
Peter Colleary, Margaret Gallagher, Dorothy Jones, Cambridge
Martin Barney, Richard Pavao, Fall River
Felicita El-Ghadi, John Mahoney, Holyoke
William Bagley, William Frain, Lawrence
George Tsapatsaris, Lowell
James Leonard, Lynn
Roy Belson, Shirley Kountze, New Bedford
Daniel Germano, New Bedford
Vivian George, John Howell, Gary Roberts, Springfield
Sharon Afutu, John Simoncini, Worcester
Evans Clinchy, Liz Cody, Educational Planning Associates, Inc.
James Green, Governor's Office for Educational Affairs
Michael Alves, Charles Glenn, Harriet Schechter, Paula Willis, Massachusetts Department of Education
Kathleen Lynch, Senator D'Amico's Staff

**INVITED GUESTS**

Dr. John H. Lawson
Commissioner of Education

Senator Gerard D'Amico
Senate Chairperson of the Legislature's Committee on Education

Representative James Collins
House Chairperson of the Legislature's Joint Committee on Education

Representative Saundra Grahm
Representative of the Legislature's Black Caucus

Gerard Indelicato
Special Assistant for Educational Affairs to Governor Michael Dukakis

Loretta L. Roach
State Board of Education Member

A special thanks to the State Board of Education and Bureau of Equal Educational Opportunities for their enthusiastic support of the Conference.

**Conference Secretary and Registrar:**

Alice A. Leonardi

**Final Report Preparation:**

Compiled and written by Evans Clinchy, Educational Planning Associates, Inc.

**Compositor:**

Susan Dougal

**Printers:**

Brian Thanas, Michael Trigiano

TABLE OF CONTENTS


PAGE

Introduction ..... 5

Executive Summary ..... 6

Keynote Remarks, John E. Durkin,
Superintendent Worcester Public Schools ..... 10

Individual Workshop Reports:

Workshop No. I Educational Diversity and Greater Parent/Teacher Choice ..... 12

Workshop No. II Greater Parent, Student and Public Involvement ..... 18

Workshop No.III High Quality, Integrated Public Schools: Individual Models of Excellence and How They Got That Way ..... 21

Workshop No. IV Staff and Program Development Strategies Leading to Both Individual School and System-wide Improvement ..... 24

Workshop No. V System-wide Strategies for Excellence Through Equity and Choice: Including Academic Standards and Accountability ..... 28

Workshop No. VI Bilingual, Multi-cultural and Special Needs Development ..... 30

Workshop No.VII High Technology; The Appropriate and Proper Uses of Computers and Other Advanced Electronic Technology in the Achievement of Excellence, Equity and Choice ..... 34

Conference Summary:

A. Summary list of Recommendations to State Education Officials and General Court ..... 36

B. Where We Go From Here: Creation of a Superintendent's Chapter 636 Consortium of Urban School Systems to Continue the Work of The Conference ..... 37

Appendixes:

1. Conference Schedule

2. List of all Conference Presenters (Practitioners)

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

Effective city schools which respond to the diverse needs of students and the equally diverse concerns and priorities of their parents are now the most important "civil rights" issue in public education.

In Massachusetts we have largely eliminated the barriers to equal access for minority and for female students, and we have achieved a remarkable degree of racial integration, with fifty school systems and more than two hundred thousand students participating. But equal educational opportunity will not have been achieved until the schools which most poor and most minority students attend serve them as effectively as middle class students are in general served by their schools. It will not have been achieved until their parents also have the opportunity to choose a school responsive to their objectives for their children.

There are nations in which education is a monopoly of the state, seeking to create a society in which all share the same ideas and values. Our democratic system, by contrast, recognizes the right of parents to shape their children's education by choosing among schools. But is the only choice between a standardized public school, from which all distinctive flavor has been compromised away, and a school which is, at least to some extent, exclusive? Many parents are committed to public education for their children, and many others cannot afford or cannot find an acceptable alternative. What choices do they have?

In a dozen Massachusetts cities they have a choice among desegregating magnet schools which offer distinctive objectives and approaches. They have a choice among schools whose staff have been encouraged to develop programs they can believe in and commit themselves to.

We have begun to ask city parents, in a systematic way, what they want in their children's schools, as a basis for development of distinctive magnets. Two striking conclusions emerge from these surveys. First, that public school parents do not all want the same type of schooling for their children; there are clear divergences. Second, that these divergences cut across racial and ethnic differences.

Magnet schools are public schools which turn the "problem" of our divergent values and goals for our children into a strength, which create cooperation and unity across racial and ethnic lines by bringing together parents and school staff who share a common vision. In that spirit they are becoming effective schools, schools which offer a really equal educational opportunity.

Charles L. Glenn, Director
Bureau of Equal Educational Opportunity



7

## EXECUTIVE SUMMARY

> "A true critic ought to dwell rather upon excellencies than, imperfections discover the concealed beauties and communicate to the world such things as are worth their observation."
>
> —Joseph Addison, The Spectator, 1711

As Worcester's Superintendent John E. Durkin put it in his opening remarks, the Worcester Conference on Equity and Choice may well have marked "an historic occasion for urban education in Massachusetts" and perhaps in the nation.

For the first time, more than 350 parents, teachers, principals and administrators from the state's major urban school systems got together to define for themselves what they believe an "excellent" desegregated urban public school system should be.

This was not a gathering of learned "experts" or a panel of distinguished educators and college presidents convened to issue a thunderous report on the sorry state of the public schools. It was, rather, a meeting of people on the actual firing lines of public education — the parents who use the schools and the practitioners whose job it is to run them.

All of these people came to Worcester to share with each other the examples of excellence that have emerged in their school systems as a result of the necessity to desegregate — all of the innovative ideas and programs that have actually worked and have come about as they have wrestled with all of the problems that beset the public schools in any typical urban setting.

"Typical" in this case means any setting serving the full and wide variety of children —rich, poor, minority, majority, the limited English speaking, the handicapped — that the public schools are designed to serve in a democratic society. Indeed, the twelve (12) systems at the conference serve 20% of the state's public school children, 72% of its minority children, 42% of all low-income children and 69% of students with limited English proficiency.

In almost every one of the twelve (12) cases, it has been the process of providing educational equity for all students that has sparked the educational reforms and innovations that the systems believe clearly point towards a general vision of what a truly "excellent" and effective system of urban education can and should be.

These examples of excellence include magnet schools, systems of parental and teacher choice, superior staff development and parent involvement programs, outstanding programs for bilingual and special needs students, new uses of high technology. Taken all together and adapted to the particular needs of each community, the participants believe these examples offer a blueprint of what desegregated urban public schooling — and perhaps all public schooling — must become if it is to achieve genuine excellence.

Several crucial points emerged from this rich array of successful practices:

> The heart of the matter and the primary arena for improvement and excellence is the individual school — its staff, its parent body, its students.

There is no single kind of schooling, no uniform, no standardized curriculum, that is equally suitable for every child and equally satisfying to every parent and teacher.

Parents must therefore be able to specify the different kinds of schools they wish their public school system to provide and then to choose the individual school or schools their children will attend, in so far as such choice promotes desegregation and educational equity. In this sense, every school in the system becomes a "magnet" school.

Teachers and principals must also be able to select the kind of schooling they wish to practice, again in so far as such choice promotes staff desegregation and affirmative action.

The provision of such choice will require regular surveys of parents and teachers to determine the range of educational choices or options the system will offer.

If this system of excellence through educational diversity and parent/teacher choice is to succeed, individual schools must have both the autonomy and the resources to develop their own individual educational approaches — philosophy, teaching style, curriculum, staffing pattern, governance, etc.

Providing the necessary autonomy to individual schools means that school system management must be based at the individual school level. Schools must be able to a large degree to determine how their allocated budgets will be spent, how their school will be staffed, how professional development will take place, what the curriculum will be and how it will be taught. Parents must play a strong and responsible role in these decisions.

Every school system must develop a long-range (at least five year) plan for achieving educational excellence, desegregation and educational equity. This system-wide plan, while essentially being the sum total of the individual school plans, must be developed by all segments of the community — School Committee, central administration, parents, teachers, students, local government leaders, the business and cultural communities, etc.

"'We, the people.' It is a very eloquent beginning. But when the document was completed on the seventeenth of September, 1787, I was not included in that 'We, the people.' I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation and court decision I have finally been included in 'We, the people."

—Barbara C. Jordan, U.S. House of Representatives, 1974

This system-wide plan must set forth the system's general goals (including goals and expectations for academic achievement), define the ways in which the parent/teacher choice system (including all student assignment procedures) will work to achieve and guarantee permanent desegregation and the ways in which the individual school planning process will work.

It is the job of central administration to oversee the implementation of the plan and especially to assist the individual schools in creating and fulfilling their individual school plans and thus to fulfill the goals of the long-range plan.

It is also the responsibility of the central administration, as part of the long-range plan, to develop and operate a strong district-wide system of evaluation and accountability applying to all schools. This system should be based upon the academic goals and expectations for all students as set forth in the long-range plan but should not impose a standardized, uniform curriculum that all schools must follow.

This system of accountability should assess annually each school's progress towards the achievement of the goals set forth in the school's individual school plan. Schools that consistently fail to meet either their individual goals or the system-wide standards should be re-organized (including re-staffing) or, if necessary, disbanded.

Every school system and each individual school must develop a plan for integrating bilingual and special needs students into the full life of the school and to develop curricula that are genuinely multi- cultural.

Computers and other forms of high technology must be integrated not only into the teaching and learning systems of every school but also into the management structure of the system as a whole. Particular stress should be put on making computers available to low-income and minority students and on enabling all students to use computers for their own purposes as well as for purely instructional purposes determined by the adult staff.

The Worcester Conference participants also had another job: to make recommendations to State Education Officials and State Legislators spelling out what kinds of assistance and changes in the state's role will be needed if local urban school systems are to continue moving towards educational excellence. The most important recommendations were these:

The formula for the distribution of Chapter 70 State Aid to cities and towns, much of which is supposed to be for public education needs to be more equally distributed so that a larger share goes to those urban communities that have the most formidable educational problems and therefore the greatest educational needs.

If the Legislature intends that a large portion of Chapter 70 funds should go to the public schools, then such funding should be earmarked solely for the use of the local school systems.

If earmarking is not immediately possible, then State Funding for educational improvement should be made available under a categorical aid program similar to Chapter 636. School systems should submit long-range plans for educational excellence to the State Board of Education. The guidelines for these plans should be based upon the general guidelines set forth in this report. Multi-year funding should then be provided based on the quality of the submitted plans.

Transportation of students, especially all students involved in citywide desegregation plans, should be funded at 100% up front.

Funding currently provided for desegregating school systems under Chapter 636 should be doubled.

**Excerpts from the Opening Address of John E. Durkin, Worcester Superintendent of Schools and Conference Host**

"I would like to welcome all of you to Worcester, the heart of the Commonwealth." (Mingled cheers and boos from the audience).

"I think we can safely say that this is a historic occasion. For the first time these twelve (12) desegregating urban school systems have met in order to share and exchange the successes and failures they have experienced while meeting the needs of their students and their communities. This conference could well signal a major breakthrough for Urban Education in Massachusetts.

"Not only will we be concentrating on Excellence in Education but on Equity and Choice. No one school system has all of the answers, but together our combined successes can have a significant impact throughout the Commonwealth.

"We are all, too familiar with the number of recent national studies stating the plight of Public Education in America. We cannot and should not ignore these reports. We can use them as a yardstick to measure our effectiveness.

"I believe, however, that the message in all the studies can be reduced to a simple formula -- parents, schools and students, all working together with a common goal.
If any one of these participants is missing, the task becomes difficult if not impossible. Whether we are talking about curriculum, homework, attendance, discipline or whatever, a combined effort is needed for Excellence.

"But Excellence is not possible without <u>equity.</u> Most of the reports ignore the needs of the poor and the minorities. We cannot fall into that mold. Our plans and programs must include <u>every</u> student, and we must provide every student with the best possible education that human and financial resources will allow. And we cannot allow the geographical accident of any child's birth to determine the quality and financial support that that child's education will receive. We must insist that the urban communities receive support at the LPPal and State levels that takes into full account the needs of all our students.

And there is another form of inequity that must be addressed — <u>the inequity of choice.</u> People of means have always had a choice of the kind and quality of education they want for their children. I would never deny them that choice, but why not choice for urban parents and children?

"We all know that all children do not learn in a similar environment or by a similar method. Why, then, do we continue to attempt to deliver services in a similar fashion system-wide? I submit to you that choice proves beneficial not only to parents and students but to the teacher.

<u>"If we develop educational options that place children where they want to be, options that make it possible for parents to have their children where they want them and where the parents will support the program and the staff, and options where teachers can feel comfortable and successful, then I will show you a successful — and an excellent — educational program.</u>

"I have had principals express dissatisfaction with Magnet Schools because they siphon off students. My response to them is very simple: develop a program in your school which involves the community, the staff and the parents, and I will support your efforts to draw students.

"Too long have we enjoyed the luxury of a captive enrollment defined by geographic districts. Give parents a reason to enroll their children in your school. I believe that competition among our schools is healthy. We can take a lesson from the soap industries. Proctor and Gamble competes against itself and ends up with a giant share of sales and the consumers are satisfied with the products. They have a choice!

"If we do not provide options and choice, we run the risk of losing students to the private sector. Options provide for high expectations for both the students and the staff. Staff members get involved and excited about developing a program that makes sense to them and their expectations for students tend to increase. Students and parents expect an exciting and productive learning experience.

"We have and are benefitting from the additional funding we receive from the State Board and the Bureau of Equal Educational Opportunity under Chapter 636. We could never do what we are doing without this help, and we must insist on additional support. Money may not show us how to use computers effectively, but if you cannot buy one you will never be able to use it.

"But with this funding — or any additional funding — comes an expected increase in performance on our part. Is that a problem — or a challenge? I welcome that challenge and I expect that you do also.

"Those of us participating in this conference are doers, not messengers of doom. You are the practitioners who are on the cutting edge of educational reform. The success of this conference will help to determine not only the future of Urban Education in Massachusetts but also whether future meetings and conferences of these twelve (12) cities will be scheduled. It appears to me that this has been too long in coming.

"I urge you to 'Think Big' and 'Think Positive'as you work together at this conference and when you return to your own systems. As Herman Wells, the great Chancellor of the University of Indiana, once stated: 'Make no small plans for your institution. The small plans are hard to achieve'."

## Reports from Individual Workshops

### WORKSHOP NO. I

Educational Diversity and Greater Parent/Teacher Choice
Facilitator: George Tsapatsaris, Lowell
Recorder: Anne Hanley, Lowell

A citywide school in Lowell in which students create and run their own society in school.

A "School of the Future" in Cambridge building a new curriculum incorporating computers into everything the kids study.

A school in Springfield offering special programs in the Fine and Performing Arts, TV production, choral reading, and poetry.

A "Back-to-Basics" preparatory academy in Worcester stressing structured but enriched learning and strong discipline.

A school in Holyoke offering an integrated two-way Bilingual Program - Hispanic children learning English, Anglo children learning Spanish.

Just a few of the "magnet" or optional schools described by workshop presenters - schools that really expand the range of educational diversity and parent/teacher choice offered in their school systems.

And in addition to describing the wide range of educational options in their communities, the participants also spent considerable time developing a model description of how a school system should go about the job of simultaneously expanding the range of educational choice for parents and teachers, achieving desegregation and instituting a major system-wide school improvement effort.

**"We must constantly face the need for change and then adopt it"**

**—Robert Weintraub, Lowell**

This model process would have the following components:

There should be a long-range (five to ten year), system-wide school improvement and desegregation plan encompassing all schools in the system and guaranteeing equity in all areas.

The plan should provide:

Guaranteed equity (i.e., equal access to all skills, knowledge, activities, and opportunities) for every child in the system, but especially for any and all minority children, women, the limited English proficient, low-income and the handicapped. Equity must also include desegregated staffing and Affirmative Action throughout the system.

System-wide educational improvement through the development of individual school improvement plans developed by the principal, teachers and parents of each school in the system.

Parental choice of the different kinds of schools their children will attend, in so far as such choice promotes and eventually guarantees the desegregation of all schools in the system. Parents must be asked what kinds of schools they wish to be offered in their public school system. If the full range of choice requested by parents does not emerge from the individual school planning process, new citywide schools must be created.

**"Choice is the primal motivator. If people are where they want to be and are there by choice, difficulties disappear. People will perform better and therefore produce Excellence."**

**—John Howell, Springfield**

Teacher and administrator choose the kind of schooling they wish to practice, within careful guidelines to insure staff desegregation and affirmative action. Teachers therefore must also be asked what kind of schools they wish to teach in. Staff assignments to schools should be made on the basis of such teacher choice (and the desegregated staff guidelines) and a selection process based at the individual school level. This process should involve the school's principal, existing staff and parents. The selection of principals should be conducted in a similar manner.

Individual schools must have the administrative autonomy and financial resources to carry out their individual school plans. They therefore must also bear the basic responsibility for successfully carrying out those plans. Because of parent choice of all schools in the system, the individual schools will be in competition with each other. A school's success in attracting parents and students will be one of the

primary measures of whether the school is successfully carrying out its plan.

There must be a district-wide system of evaluation and accountability, starting with an on-going evaluation of each individual school improvement plan. Parents must be involved in designing and operating this system of evaluation. The district should set realistic system-wide academic achievement goals and expectations for all students and all schools, taking full account of the wide diversity of students in any urban school system.

However, the ways of achieving those goals and expectations must be decided by the individual schools. In this sense there should not be a system-wide standardized curriculum to which all schools must conform. A part of the district-wide evaluation and accountability system should be regular surveys of parents and other citizens to assess public satisfaction with the public school system.

The needs of low-income children, of limited English proficiency students and of special needs students must receive special attention, with an emphasis on integrating all such children into the everyday life of every school. There should also be an emphasis on all children becoming bilingual or multi-lingual.

There must be continuous attention paid in the individual school plans to the development of curricula and programs that are genuinely multi-cultural.

High technology — and especially the use of computers — should be integrated into all aspects of each school's individual school improvement plan, with special emphasis on making computers and computer skills available to low-income children. Particular stress should also be placed upon students using computers and other high technology for their own learning purposes, rather than simply for instructional purposes determined by the staff. High technology should also be incorporated into the management structure and day-to-day operations of individual schools and the system as a whole.

This long-range plan, according to the workshop participants, could be put into effect by the following process:

Plan should be developed by all interested parties — School Committee, central administrators, parents, teachers, students, political leaders, religious leaders,

business community, cultural organizations. One tested and successful way of doing this is through the creation of citywide planning group made up of all of these elements to supervise the development of the plan and ultimately to recommend the resulting plan to the Superintendent and the School Committee for approval and implementation. One major component of this citywide group should be the Citywide Parent Planning and Policy Board described in the report of Workshop No. II.

The development of specific policies guaranteeing desegregation tailored both to the legal requirements of State and Federal Laws and the specific situation in a particular school district. These commitments to desegregation must be embodied in a controlled admissions, and student assignment policy adopted as a controlling guideline for the system-wide school improvement and desegregation plan and for each of the individual school plans.

This controlled admissions, transfer and student assignment policy must specify the minority/majority enrollments of every school in the system so that desegregation is guaranteed and the rules and regulations governing any and all student assignments and transfers in order to guarantee present and future desegregation, including all admissions to Magnet or Optional schools.

"My center is giving way. My right is pushed back. Situation excellent. I am attacking."

George Tsapatsaris, Lowell, quoting
Marshall Ferdinand Foch at the Second Battle of the Marne, 1918

Citywide planning group develops and conducts surveys of all parents in city — public school, non-public and pre-school — to determine the range of different kinds of schools parents want for their children. A similar survey is conducted for all teachers and administrators. (Such surveys have been successfully conducted in Lowell and Worcester). Survey results are assessed and published by planning council and system administration.

Planning funds are provided for each individual school in system to develop its individual school assessment and school improvement plan, using survey results as a guideline to what parents want. This individual school planning process must minimally include parents, teachers and administrators but could include other local community people as well.

This process could also include additional surveys of the school's parents and teachers. One year should be devoted to this individual school planning process. Each individual school plan should address the following areas and include each in the preparation of its final plan:

School's educational philosophy (the kind of school it wishes to become) selected from survey results.

Specific approach to teaching and learning, derived from philosophy and including academic and non-academic goals and expectations.

Staffing needs and policies, including staff selection and staff development plan with desegregated staff and Affirmative Action plan.

Parental involvement policies and mechanisms.

Plan for providing equity and integration for minority, female, low-income and special needs students.

Plan for evaluation and accountability.

Plan for inclusion of computers and other high technology in both student learning and school operation.

Curricula and facilities needs (materials, repairs, alterations, etc.).

Multi-year implementation plan.

Financial requirements to implement plan.

"We have a ways to go, but we're working on it."

—Milli Blackman, Cambridge, speaking in reference to the "Computers for Kids" Program at the School of the Future at the Tobin School

Citywide planning group and school administration collect survey results and final individual school plans and build a citywide school improvement and desegregation plan based on the individual school plans and also including citywide controlled admissions, transfer and student assignment

policy, an accountability and evaluation system and a funding plan from Local and State resources. Multi-year funding would be provided for every individual school plan that met the criteria for acceptability set by the School Committee, Superintendent and Citywide Planning Group. The plan would include creating new citywide schools if necessary.

Plan is submitted to Superintendent and School Committee for approval and submission to State Department and State Board for approval. State reviews and, if approved, provides its share of the funding.

Superintendent and central administration simultaneously develop the accountability and evaluation system to make sure that the individual schools are successfully fulfilling their plans. Schools consistently failing to meet their goals and/or attract students and parents become candidates for re-organization (including re-staffing) or for closing.

The Workshop participants also made the following recommendations for consideration by State Education and Legislative Officials:

That there be increased, sustained and multi-year funding for all existing programs deemed to be successful and worthy of support.

That there be increased funding for the development of long-range plan for desegregation and system-wide school improvement.

That there be increased funding for the expansion of Magnet Schools, educational diversity and parent/teacher choice.

That all State Educational Funds (Chapter 70) be earmarked for and sent directly to local school systems.

That legislation be passed to return fiscal autonomy to local school systems.

That Chapter 636 Funding for FY'85 be substantially increased, possibly even doubled.

## WORKSHOP NO. II

Greater Parent, Student and Public Involvement
Facilitator: Margaret Gallagher, Cambridge
Recorder: Sharon Afutu, Worcester

Parent planning councils in Worcester and Lowell, made up of parent representatives of every school in the system, conducting surveys of all parents and making recommendations about what the range of Magnet choices for parents in those systems should be.

Parent information centers in Cambridge, Boston, Holyoke and Worcester, helping parents find out what their choices are and how to be involved in their schools. And in the case of Cambridge, actually helping to set and run the parent choice and student assignment process.

Full-time parent liaisons — parents hired to work with and represent the parents in their schools — in Cambridge.

Parent advisory councils for every school in the system, in Cambridge, Boston, Worcester, Holyoke and Springfield.

Working examples of how parents can be more fully and more genuinely involved in the schools their children attend — and feeling less pressure to take their children out of the public schools.

**"The goal of parent involvement is to make sure that parents have a real voice and a real impact on what happens to their children in the public schools."**

**—Margaret Gallagher, Cambridge Parent and Citywide Parent Coordinator**

Based on these examples and similar activities in other cities, the Workshop participants developed the following model system for parent involvement:

1. Every school system should have a mandated Citywide Parent Planning and Policy Council two parent representatives from each public school in district. Other community representatives (business, cultural organizations, students, etc.,) could be members if parents so choose.

   This Council must play a major role in the development of the long-range plan and in the process of carrying out the plan. Therefore, the Council must also have a major role in developing the accountability system and in annually assessing the results.

   The basic responsibilities of the Council should be:

   To supervise and have a controlling voice in policies concerning the system's parent involvement activities.

   To make general policy recommendations to the Superintendent and School Committee.

   To develop and conduct, in collaboration with Superintendent and central administration, all parent and teacher surveys.

The Council should have its own staff (the Citywide Parent Coordinator and the staff of the Parent Information Center — see below) and the financial ability to hire outside technical assistance as needed.

2. Every school system should have a Citywide Parent Information Center headed by a full-time Citywide Parent Coordinator and supplied with adequate support staff.

   The activities of the center should be supervised by the Citywide Parent Planning and Policy Council and should have the following responsibilities:

   To provide any and all parents with information about system policies and practices, including:

   What the desegregation and school improvement plan is and how the parent choice and student assignment system works.

   What educational options the system offers and which ones are available to particular parents.

   What rights parents have concerning administrative decisions affecting their children in school.

   What rights parents have in choosing the individual schools their children will attend.

"Some parents forget they, too, are educators. They send children to school and turn the job over to the professionals. They forget they have equal responsibility with the teachers."

George Cruz, Lowell parent

   To assist (or perhaps to run) the student assignment process.

   To assist in the conduct of all parent and teacher surveys and assist in assessing the results.

   To supervise the work of the parent liaisons in the individual schools.

   To conduct parent education training sessions.

   To prepare and distribute a citywide parent newsletter in all relevant languages and to assist individual schools in preparing and distributing their individual school parent newsletters.

"There have to be some clear State Guidelines — or even a law — saying that parents are guaranteed access to the schools their children attend — to the principal, teachers, everything that goes on.

Carlos Morte, Worcester parent and Bilingual Community Liaison

3. Every school should have a School Parent Council elected by the parent body to advise the principal and staff and to assist in developing educational and staffing policy for the school.

4. Every school must also have a full-time paid parent liaison who works both for the local school council and as part of the Citywide Parent Information Center.

In addition to developing the preceding model, the workshop participants made the following recommendations for State Education Officials and Legislators:

1. Every school system in the Commonwealth, as part of their long-range plan, must submit to the State Board of Education a plan that defines parental involvement for that community.

2. Every school system must establish a process enabling parents to become informed about and involved in developing a range of different kinds of schooling and programs that should be available within the public school system. Parental surveys would be an example of such a process.

3. Every school system must develop a clearly defined process enabling parents to participate in reviewing and evaluating school programs and staff and the degree of parental involvement.

4. A State-funded categorical aid program must be established to provide support for citywide parent organizations and for parent organizers at the local school level to assist in the design and implementation of educational programs.

5. State aid to local towns and cities should be equitable and based on student needs, not on geography. A larger share of such state aid should be targeted to urban school systems.

6. All state reimbursements for educational expenditures should be credited directly to (earmarked solely for the purposes of) the local educational system and should be targeted for specific purposes such as Transportation, Special Education, Bilingual Education, Building Renovation and Maintenance, Parental Involvement, etc.

7. The State's Open Meeting Law should be expanded to require parental participation in collective bargaining procedures.

8. A statewide parent information system should be established, making available to parents the information, resources and assistance they need to develop comprehensive parental involvement programs.

9. The State should mandate parental involvement in all policy making decisions affecting either individual schools or the school system as a whole.

10. The State should mandate that individual schools and Parent Information Centers provide skilled translators on their staffs to facilitate communication with and to serve as role models for parents with limited English.

## WORKSHOP NO. III

High Quality Integrated Public Schools:
Individual Models of Excellence and How They Got That Way

Facilitator: William Bagley, Lawrence
Recorder: Kathleen Halbach, Lawrence

Thirteen schools in Boston now taking part in a "school-based management" project, with the principal, teachers and parents in each school having considerable autonomy to spend an allocated budget, considerable say over staffing, curriculum and other matters.

A school in Holyoke that became a successful, integrated Magnet School, specializing in a unique Science Education Program, through the intensive teamwork of principal, teachers and parents.

A Magnet School in Springfield also developed through the careful and intense cooperation of the central administration, the school's staff and the city's parents.

Based on these and many other examples, the workshop participants developed a rough outline of what a high quality, effective, integrated public school should look like and the conditions that would have to exist within an urban school system in order for such schools to be created and maintained.

The basic operating unit in the school system must be the individual school (defined as the principal, teachers, and parents working collaboratively together).

Each school in the system (as a result of the individual school planning process and parental and teacher choice of schools) must have the autonomy necessary to develop its own unique educational approach and attractive quality.

**"Happy parents and teachers are the best salespeople any school or school system could possibly have."**

**William Bagley, Lawrence**

This unique educational approach and attractive quality should be a clear reflection of the needs and desires of the total individual school community - parents, teachers, administration, etc.

The school must have strong educational and administrative leadership, i.e., the role of the principal is crucial. Without such leadership and commitment on the part of the principal, it is unlikely that any school can be high quality or effective.

Each individual school, operating under general guidelines set down by the School Committee and central administration and applying to all schools, must have the financial autonomy and resources to carry out its individual school plan.

Such financial autonomy could well include the ability to prepare its own annual budget request, i.e., the annual school system budget process should start with the expressed needs of the individual schools in the system.

This process would clearly be based upon each school's individual school improvement plan and upon each school's success in attracting parents and students. The schools successfully attracting parents and students would have obvious staffing and budget needs greater than those schools not attracting parents and students.

This does not mean that every school would necessarily get all the money it requests. But each school would each year build its case for what it needs, in part on the basis of how well it is doing and how well it is fulfilling the goals laid down in its school improvement plan.

One possible way of doing this might be to establish a rough per pupil cost formula for each kind of student in the system - elementary, junior high, high school, bilingual, Chapter I, special needs, etc. - and to have each school use this formula in building its annual budget.

**"Last year we moved bodies. This year we want to move minds."**

**Eileen Corrigan, Holyoke**

Each individual school should be able to select its own staff in the following manner and under the following restrictions:

All existing and prospective staff, including principals, and teachers, must select the kind of schooling they wish to practice and then volunteer and apply to teach in that kind of school.

The selection of staff would be done by a committee chaired by the principal and made up of existing teachers, parents, and central administration. Assignment of staff to schools would then be conducted by the central administration on the basis of the recommendations of these committees.

Such staff selection must follow the system's guidelines for staff integration and Affirmative Action.

Each individual school's plan must include an evaluation component, developed by the entire school community, specifying the ways in which the school wishes to judge its own progress and by which it wishes to be judged.

In order for individual schools to become high quality, effective, integrated public schools, they must receive the full support of the School Committee, the Superintendent and the central administration.

In addition to developing this model, the Workshop participants made the following general recommendations to State Education Officials and Legislators:

1. Chapter 636, to insure the greatest level of support to desegregating school districts, should be adequately funded, i.e., the present state allocations should roughly be doubled.

2. The policies governing the award of Chapter 636 grants should take the following things into consideration:

   The changing needs and experiences of the different school systems, i.e., the fact that school systems at differing stages of the desegregation process have different programmatic and financial needs.

   The need to support strategies and programs aimed at improving the academic performance of students, including but not limited to the hiring of additional staff.

   The need to support the integration of schools after they are desegregated.

   The need to guard against and develop programs to prevent the re-segregation of schools that have been initially desegregated.

The need to make the grant period one of five years rather than a single year, with annual reviews to assure compliance and progress.

3. All Chapter 70 funds and all reimbursements should be earmarked and attributed directly to school systems budgeted in the year the awards are made rather than being put into Municipal General Funds.

4. All formula for Chapter 70 funds should be revised to insure that urban school districts receive a share commensurate with their needs.

5. The legislature should impose a cap on the size of public school classes.

6. The State should mandate employment policies guaranteeing Equal Employment Opportunity and Affirmative Action.

7. The State should investigate the possibility of including the non-public schools in all urban desegregation efforts.

## WORKSHOP NO. IV

Staff and Program Development Strategies Leading to Both Individual School and System-wide Improvement

Facilitator: Judy Burnette, Boston
Recorder: Brenda Jones, Boston

Teacher Support Teams in Holyoke made up of curriculum support teachers in individual desegregating schools, teams that work not only in those individual schools but meet regularly to work on common problems and ideas.

An institute for Professional Development within the Boston system that provides staff and curriculum development help both to individual schools and to the system as a whole.

A Cambridge Demonstration Center (CADENCE) in Cambridge providing professional and curriculum development support for the city's individual optional schools.

After presenting examples of superior programs, the participants in this Workshop wished first to re-define "staff and program development" into the more inclusive term of "professional development."

They see "professional development" as including and integrating the following:

Traditional staff development
Curriculum development
Organizational (i.e., managerial) development
Program development
Skills development on the part of both staff and students

Further, in the term "professional" they chose to include all personnel in any given school system, including:

Central office personnel
Principals
Teachers
Secretaries and clerical workers
Teacher aides
Custodians
Cafeteria workers

The participants wished also to include parents in this process, even though parents may not be technically "paid" for the services they render. Parents, paid or not, should be included as an integral part of all professional development activities.

The purpose of professional development, said the participants, is "to further enhance the achievement of excellence, equity, desegregation, integration and multi-cultural education through the development of the basic skills in all students."

"These basic skills activities should be conducted within an interdisciplinary curriculum, with basic skills defined as reading, writing, speaking, listening, computation, civics education, the arts (expressive and performing), science and technology."

"As someone once said, growth and change are the only evidences of life."

Anne Hanley, Lowell

The model developed by the workshop participants is made up of the following basic principles and components:

All professional development activities should be designed and primarily conducted at the individual school level

This means that the professional development efforts should be aimed at developing and promoting the particular educational philosophy, teaching and learning style, curriculum and organization of each individual school. In a genuine system of educational diversity and choice, these can and should differ

considerable from school to school, depending upon what parents and teachers want.

Each individual school's professional development plan must emerge from and be an integral part of the individual school plan developed by all sectors of the school community -(parents, all professional staff principal, teachers, etc.). These professional development plans should be designed to operate for a minimum of three years, so that there is a sense of continuity within the school and so that such plans can tie into the district's long-range school improvement plan.

In order for individual schools to be equipped to handle the full range of professional development activities, each individual school must have its own full-time school-based program or professional development facilitator who acts as staff and curriculum developer and disseminator under the direction of the school's principal. This person should have no other administrative duties beyond these professional (including curriculum) development responsibilities.

These professional development activities could and should take many different forms - workshops limited to the school's staff, lectures or demonstrations, visits to working models in other cities, conferences, etc.

The professional development plan and all professional development activities should be a part of and supported by each school's individual "school-based budget." This budget should include funds for the hiring of substitutes and/or other extra staff so that regular staff members may attend all professional development activities. Funds should also be available to enable staff to pursue individual professional development activities - mini-grants, conference fees, etc.

The professional development program should at all times include parents and other segments of the school's local constituency.

Each school's professional development plan should include a plan for evaluation, for dissemination and funds to allow such dissemination.

One possible way to provide for the original planning of each school's professional development component and its continual development would be to extend the school day for all staff (but not for students) by one hour each day

and for one month each year, with all such additional time paid on a pro-rata basis, either as overtime or as a percentage of total salary.

The additional professional time gained by such an arrangement would be specifically dedicated to professional development and not to administrative or housekeeping chores.

This would also serve as a means of raising teacher salaries in general.

In addition to this general model, the Workshop participants made the following recommendations:

1. Separate funding allocations should be made for school-based professional development activities and for system-wide initiatives developed by the central administration.

2. There should be increased support for the dissemination of effective programs.

3. Funds should be made available, either district-wide or through the individual schools, for professional re-training programs to meet the following needs:

   The existence of older staffs, due to RIFFING and Proposition 2-1/2.

   The lack of positions for new teachers.

   The need, again due to RIFFING and seniority requirements, to shift teachers from one level to another.

4. The definition of "desegregation" should be expanded so that it covers not simply the percentage of particular kinds of students and staff in a building but the integration of students and staff into the life of the school.

5. Increase the flexibility of proposal funding.

6. Funding for professional development should be extended to include all personnel, including central office administrators, etc.

7. Practitioners - teams of parents, students, teachers and administrators - should be used as evaluators of Chapter 636 and all other programs.

8. There should be a permanent organization of urban school systems established to make it possible to continue the professional networks established at the Worcester Conference. This organization should be funded by the State.

9. Chapter 636 grant awards (and therefore the funding of Chapter 636) should be for periods of at least three years in order to develop relationships with consultants conducting internal

evaluations and to permit the full development of a school's individual school plan.

10. Chapter 636 funds for the employment of external organizations should be allocated to school systems and to individual schools. Systems and schools would then decide how such organizations should be used and which organizations should be used.

11. Funds should be provided for participation in professional associations and conferences.

12. The transfer of line item funds should be more flexible.

13. There should, in general, be greater flexibility in the use of Chapter 636 funds.

14. There should be specific funding for teacher incentive grants to enhance individual professional development and foster curriculum development.

15. Chapter 70 funds should be earmarked specifically for educational purposes.

16. The state should provide encouragement to and funding for school districts to enable them to offer systems of rewards, incentives and affirmations for teachers for outstanding professional development activities. Examples of this would be salary increments or professional development points towards certification.

## WORKSHOP NO. V

System-wide Strategies for Excellence Through Equity and Choice: Including Academic Standards and Accountability

Facilitator: John Howell, Springfield
Recorder: Marilyn Erickson, Springfield

A complex and sophisticated system of evaluation in Springfield, involving assessments of individual school progress, citywide surveys to determine parent and citizen satisfaction with the public schools and special instruments to determine the degree of within-school integration in successfully desegregated schools.

A citywide desegregation and student assignment plan in Cambridge in which parents may choose any school in the City, so long as such choice maintains and further promotes the desegregation of all of the City's schools.

A system in Worcester of continual surveys of the City's parents to determine the educational choices

or Magnet School options that the parents want the school system to offer.

Based on these and other examples of system-wide strategies, the Workshop participants devised the following model for developing and evaluating systems of Excellence through Equity and Choice:

> Every school district's evaluation and accountability system should be citywide, applying to all schools, Magnet or non-Magnet, and should be developed by all of the parties concerned - parents, teachers, administrators, students and all other interested parties. Such a system could establish academic goals and expectations for all schools and all students in the district, so long as such goals and expectations do not curtail the ability of individual schools - and especially the Magnet or optional schools - to develop a distinct attractiveness of their own.
>
> The various educational options or "Magnets" of choice to be offered by any school system should also be selected and planned by all members of the community - parents, teachers, administrators, students and all other interested parties. All individual optional schools and programs should similarly be planned by the entire individual school community, once again by the parents, teachers, administrators and students of that particular school or program.
>
> The evaluation and accountability system developed to assess the success or lack of success of the Magnet or optional schools should be developed along with and at the same time as the schools or programs. The people involved in planning the options should also be involved in developing and should approve the criteria and methods that will be used in the evaluation.
>
> All Magnet or optional programs should also serve as a resource for any and all non-Magnet schools in the system, helping to develop and disseminate curriculum, train staff and mobilize parents so as to move towards educational improvement and greater equity within the entire school system.
>
> Each Magnet or optional school should be mandatorily evaluated in four areas:
>
> Whether the model has achieved its specific and stated objectives (one of which may well be enhanced student achievement).
>
> How well the school has achieved integration

and to what degree.

How well the school has disseminated it's positive approaches.

How cost effective the school's program has been.

"Assess, review, implement, evaluate."

Anne Hanley, Lowell

The continued funding of any individual school and its program should depend, at least in large part, upon its evaluation. Both the school system and the State should carefully validate all programs and models. Only successful schools should continue to be funded.

The evaluation and accountability system should itself be held accountable. Before any school's evaluation is accepted by the School Committee or the state its results should be validated by a consensus of the community (those who did the initial planning).

All successful models should be funded to the greatest extent possible, since successful models will have a positive impact on education throughout the entire system.

A significant part of the evaluation and accountability system should be regular (perhaps annual) surveys to determine parental and general citizen satisfaction with the district's public schools.

## WORKSHOP NO. VI

Multi-cultural, Bilingual and Special Needs Development
Facilitator: Antonio Davila, Worcester
Recorder: Dianne Ayers, Holyoke

A "two way" Bilingual Program in Holyoke, with limited English speaking students learning English and English speaking students learning Spanish in integrated classrooms and using computers to do so.

A staff development program in Worcester encouraging teachers who now speak only English to acquire a second language so as to be better able to communicate with their bilingual students and parents.

A strong bilingual parent involvement program in Boston, involving the training of bilingual parents to help their children to achieve.

Just a few of the many exemplary programs described by the participants at the Workshop. In addition to presenting their exemplary programs, the participants developed the following principles and attributes of a model bilingual, special needs and multi-cultural programs:

General Attributes

All bilingual, special needs and multi-cultural programs should be two-way, i.e., such programs should involve all children and parents in any individual school so that genuine integration takes place among everyone in the school community.

Every student should learn a second language, i.e., become bilingual in English and one other language. This learning of a second language should begin in the primary grades and continue through high school. For English speaking students, this second language should be one of the native languages of other students in the school and/or school system.

The basis of all curriculum development should be multi-cultural. Every subject and course offered should present its material in a way that reflects the contributions and present roles of the world's cultures and especially the cultures of the minority students in the school.

Every individual school plan should contain a sub-plan for doing this, including staff and parent development plans.

Computers and computer education should be a part of all bilingual and special needs programs.

Staff Development

Every system should develop a comprehensive staff development program covering desegregation (Chapter 636), bilingual, special needs and multi-cultural curricula, funded by both Local and State money.

There should be staff development collaboration with institutions of higher education.

There should be Local and State collaboratives created to provide for the inventory and dissemination of resources, consultants and specialists.

There should be local directors and/or support teams for multi-cultural, bilingual and special needs issues.

**"Education that is multi-cultural is an education that values racial and ethnic diversity and fosters a sensitivity to the inequities in our society."**

**Consensus Statement by all Workshop Participants**

Parental Involvement

There should be a system-wide program helping parents and teachers to communicate with each other.

There should be a training program for all bilingual and special needs parents so that they can help their children succeed in school.

There should be parent advisory councils established at the State, Local and individual school level.

Every school system should have system-wide and individual school-based Parent Information Centers.

Local systems should have central parent advisory council coordinators for each language group represented in the district.

Curriculum

All bilingual, multi-cultural and special needs programs should parallel in scope and sequence the mono-lingual curriculum and be thoroughly integrated with it.

The State and every local system should develop much better English-as-a-Second Language (ESL) materials so that such materials accurately reflect levels of student achievement.

All State and Local testing should be reviewed for class and cultural fairness.

Integration

Student transfer policies from bilingual education should allow students to remain at their host school for at least one year with an option to remain until graduation.

Systems should develop guidelines that will assure the maintenance of skills after students leave bilingual programs and coordinate all support services after transition.

The participants also made the following recommendations:

Commonwealth in-service grants should be reserved, increased and proper changes made to provide funds to individuals developing proposals for bilingual, special needs and multi-cultural programs.

Some portion of Chapter 636 funds should be specifically earmarked for programs for students with limited English proficiency.

Tuition funds paid for special education students should be returned to and credited directly to the Local school system and not to the City's General Fund.

The State should provide funding for three or more regional resource centers for teachers, located within the regional centers, specifically to address multi-cultural, ESL, bilingual and special education needs.

Additional Chapter 636 funds should be allocated for multi-cultural in-service training and materials.

There should be a multi-cultural compliance specialist on the EEO (Equal Educational Opportunity) staff.

There should be a greater allocation of funds for Section 8 (Magnet Schools) of Chapter 636.

## WORKSHOP NO. VII

High Technology: The Appropriate and Proper Uses of Computers and Other Advanced Electronic Technology in the Achievement of Excellence, Equity and Choice

Facilitator: Shirley Kountze, Medford
Recorder: Judy Taylor, EEO

A "School of the Future" in Cambridge, with a faculty and experts from high technology firms working together to design a curriculum using computers in all aspects of learning.

A "computer-based" Magnet School in Worcester.

A central Computer Education Office, a district-wide Computer Policy Committee and a Technology Center for teacher training and support, all in Boston.

With these and many other examples in mind, the participants developed a general model of how school systems should go about the business of incorporating computers and other forms of high technology not only into everything that goes on with teachers and students but into the business and managerial aspects of the school systems themselves.

Some of the basic rules for doing all this are:

Every school system should develop, as part of its long-range plan, a Kindergarten through Grade Twelve (12) computer education curriculum carefully integrated with all other aspects of the total curriculum.

The creation of this system-wide plan will require that every individual school plan contain a subplan describing how that individual school wishes to use computers and other forms of high technology to assist the school in developing its special curriculum and in achieving its goals.

Both the individual school plans and the system-wide plan must guarantee access for all children, regardless of family income, to hands-on computer experience and computer-related activities from Kindergarten through Twelfth (12th) Grade.

This might include ways of making computers available to parents and to low-income children in their homes as well as at school.

In order to achieve either of these goals, computers must obviously be available. Therefore, there must

be computers in every school building and probably in every classroom.

"We tell external resources what to do. They don't tell us."

William Frain, Lawrence

Each school system should have a K-12 Computer Planning Committee, consisting of school personnel, parents and representatives of higher education and the business community.

Every school system should have a central office for computer coordination and a system-wide computer education coordinator.

There should be staff training in computers for all school personnel - administrators, teachers, clerical staff, etc. - and for parents.

Computer technology should be used not only for in-school learning of children but in the management and operations of the individual schools and the system as a whole. Every individual school should be linked to central administration for all bookkeeping and school record functions, budgeting, purchasing, accounting of individual school expenditures, etc.

Computers should be used with and by students not only for instructional purposes prescribed by the adult staff but for purposes invented and decided upon by the students themselves. This would apply especially to activities that assist students to become independent critical thinkers.

In addition to this general model, the participants made the following recommendations to State and Local Education Officials:

1. All new teacher certifications should include one computer course.
2. There should be a special certification for "computer instructor".
3. The State should earmark funds to local systems for in-service training in computers for current staff.
4. The State should identify all curriculum areas in which learning will be enhanced through the use of computers.
5. There should be institutionalized state support for software development, dissemination and evaluation not only to school systems but to individual teachers through such devices as mini-grants.

6. There should be State support for business and higher education partnerships through funds for the development and dissemination of model programs.

7. There should be greater flexibility in the use of Chapter 636 funds for providing and/or expanding computer education programs in desegregating school systems.

8. Both the State and Local systems should explore and make greater use of higher education and business partnerships.

9. The State and Local systems should encourage and make financially possible the use of computers outside regular school hours by students, staff and parents.

## CONFERENCE SUMMARY

### A. Summary of Recommendations to State Education Officials and State Legislators

1. It is the proper role of the State to set goals and expectations for Local school systems, including but not necessarily limited to:

   The requirement that they must provide Constitutionally desegregated schools and educational equity for all students.

   The requirement that all school systems prepare long-range plans based upon plans developed at the individual school level.

   The requirement that all school systems be evaluated at regular intervals on the basis of their long-range plans.

   The requirement that all parents (and teachers) should be provided with educational choice and with genuine mechanisms for parent involvement.

   The requirement that all teachers be paid minimally adequate salaries.

2. It is the proper role of the State to impose these requirements on local systems - and particularly on financially hard-pressed urban systems - if and only if the State also makes it financially possible for such systems to do so. Much - if not most - of this financial aid should come directly to Local school systems in the form of categorical aid programs, for which Chapter 636 can serve as a useful model or - for urban systems - as the appropriate vehicle.

3. It is not the proper role of the State to prescribe how Local school systems will fulfill these mandates. It is up to the Local school systems

to develop their own educational programs within general guidelines laid down by the State. If a local community and its school system consistently fail to meet minimum standards and to fulfill their long-range plans, it is then appropriate for the State to take remedial action.

4. If the State wishes to enable Local urban school systems to provide "Excellent" education and educational equity, then there are certain prerequisites the State must meet, including:

   Equalizing the formula for Chapter 70 funding so that urban communities and school districts receive their fair share of State Aid.

   Earmarking all funds intended for education for the sole use of Local school systems

   Providing adequate funding to insure that every Local school system, and especially every urban school system, has the funds it needs to implement its long-range plan.

5. Once a school system's district-wide plan has been developed and approved by the School Committee and the State Board, State Funding for implementation should be forthcoming on a multi-year basis - probably at least for three years - so that school systems can make intelligent long-range decisions on such matters as personnel, professional development, etc.

6. It should also be recognized by all concerned, and especially by the State, that implementing long-range model plans and transforming Urban Education in Massachusetts will take time - perhaps as long as ten years. The State should be prepared to remain committed to the pursuit of Excellence in our urban schools for at least that long.

B. Where We Go From Here: The Creation of A Superintendent's Chapter 636 Consortium of Urban School Systems

As a result of the success of Worcester Conference on Equity and Choice, the Program Committee recommended on May 1, 1984, that the twelve (12) conference school systems should form a permanent organization to continue the work and the collaboration begun at the Conference. The subcommittee to develop a recommended plan for such an organization was appointed and met on May 10, 1984. The sub-committee made the following recommendations which were further developed at a meeting of the Superintendents on May 24. The final proposal as developed by the Superintendents was approved by the full Program Committee on June 6, 1984.

1. Purposes

   The permanent organization should be called the Superintendent's Chapter 636 Consortium of Urban School Systems. It should have as its purposes:

To promote Excellence in Desegregated Urban Public Education in its member school systems.

To provide a way for the member school systems to share and exchange their knowledge, resources and expertise concerning the improvement of Desegregated Urban Public Education.

To increase public support for Urban Desegregated Public Education in Massachusetts.

To create here in Massachusetts a model of what Desegregated Urban Public Education might and should be.

2. Activities of the Consortium

a. Continuous inter-district communication concerning the improvement of Desegregated Urban Public Education through regular meetings of the twelve (12) Superintendents acting as a Board of Directors, regular meetings of the Steering Committee (see section 4) and various appropriate subcommittees.

b. Creation of an organized system of reciprocal technical assistance to help school systems improve Desegregated Urban Public Education, i.e., school systems sharing their particular knowledge expertise with other member school systems in need of it.

c. Continuous exchange of information about the improvement of Desegregated Urban Public Education through:

A newsletter

Regular conferences similar to the Worcester Conference.

Smaller conferences limited to particular subjects and perhaps specific geographic areas.

State-wide single issue conferences, i.e., school-based management, etc.

d. Continuous development of improved parent involvement in Desegregated Urban Public Education through regular meetings of the parental involvement arms of the twelve (12) systems.

e. Continuous promotion of public support at the Local, State and Federal levels for Desegregated Urban Public Education through providing the public with information concerning the accomplishments and the needs of the State's urban school systems.

3. Membership in the Consortium

a. The initial membership will consist of the twelve (12) desegregating urban school systems receiving funds under Chapter 636.

b. Membership, however, will be open to the school system of any city in Massachusetts that is willing to commit itself to the aims and purposes of the Consortium.

4. Structure of the Consortium

a. The Consortium will be governed by a Board of Directors made up of the twelve (12) Superintendents of the member school systems. This Board will meet twice a year, once in the Fall and once in the Spring, and will have the basic responsibility of overseeing and approving the Consortium's priorities, activities, staffing and financial affairs.

During its first year of operation, the Worcester Public Schools will serve as the host school system. Superintendent John E. Durkin will act as Chairperson of the Consortium, assisted by Superintendent Eugene Thayer of Lawrence and Superintendent George Counter of Holyoke. In subsequent years, other school systems and superintendents will serve in this capacity on a rotating basis.

b. The day-to-day operations of the Consortium will be managed by a Steering Committee (a continuation of the existing Program Committee) made up of officially appointed representatives of the superintendents of each of the member systems.

Each school system may send a maximum of three people to be members of the Steering Committee. One of these should be the person in charge of desegregation and Chapter 636 programs for that system.

Each member school system, however, has only one vote on the Committee.

The Steering Committee will be directly responsible to the Board and will:

Act as a resource group for the Board.

Make recommendations to the Board on all matters of priorities, activities, staffing and finances.

Implement and oversee all activities approved by the Board, including conferences, technical assistance, publications and all staff activities.

The Committee will annually elect one of its members to serve as Chairperson and a second person to serve as Secretary. The Secretary should be a representative from the community that is serving as host for the Consortium during that year.

The Steering Committee will meet at least six times each year and more frequently as and if necessary.

The Steering Committee may set up whatever standing or temporary subcommittees it feels are required.

5. Coordination and Funding

Following the first year when Worcester will serve as the host community, the Board will each year select one of its member communities to serve as host community for that year.

The host community will serve for that year as fiscal agent for the Consortium, acting as recipient of all Consortium funding. For the first year, the Worcester Public Schools will serve in this capacity. It is understood that any Chapter 636 funding received for support of the Consortium will be over and above (in addition to and separate from) the school system's regular Chapter 636 allocation. Any additional funding raised by the Consortium from Foundations or other private or public sources will also be managed by the host community.

6. Some Possible Topics or Themes for Consortium Full Conferences or Smaller Subconferences in the Future
(A sample list based on the experience and results of Worcester Conference)

a. Long-Range Planning: How to develop five and perhaps ten year plans, involving all segments of the community, and including how to develop individual school plans.

b. Magnet or optional school development: How best to develop systems of parent/teacher choice.

c. School-based management: How it does work, how it could and should ideally work.

d. Controlled admissions, transfer and student assignment policies and procedures to insure desegregation.

e. Parental involvement mechanisms: Parent Information Centers, citywide and local school parent councils, etc.

f. Parent/teacher/citizen surveys: How and why to conduct them.

g. Accountability and evaluation systems: What they should be and how to develop them.

h. Computers: How to use them, for what, etc.

i. Making sure minority, bilingual and special needs students are truly integrated: How to do it.

j. The basic requirements for an effective, high quality urban school: What they are and how to put them into practice.

# APPENDIXES

# Conference Schedule

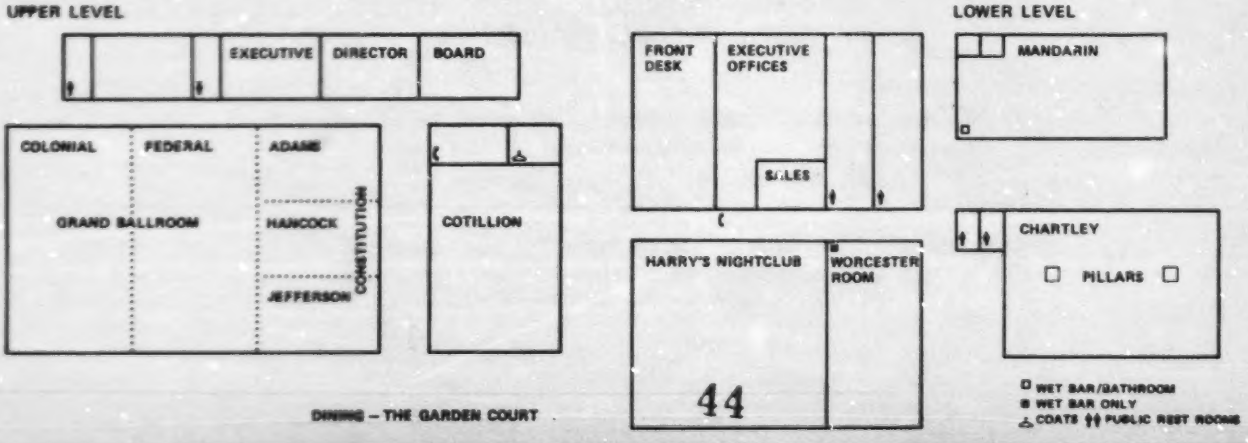
APPENDIX 1.

## APRIL 9, 1984

| | |
|---|---|
| 8:00 a.m. | Registration – Lobby |
| 8:00 a.m. | Coffee – CHARTLEY ROOM |
| 9:00 a.m. | Welcome and keynote speech by<br>John E. Durkin, Superintendent of Schools, Worcester<br>CHARTLEY ROOM (lower level) |
| 9:30 a.m. - 12:00 noon | First Workshop Session:<br>No. 1 – WORCESTER ROOM<br>No. 2 – HANCOCK ROOM<br>No. 3 – JEFFERSON ROOM<br>No. 4 – DIRECTOR ROOM<br>No. 5 – EXECUTIVE ROOM<br>No. 6 – MANDARIN ROOM (lower level)<br>No. 7 – ADAMS ROOM |
| 12:00 noon | Lunch – COLONIAL and FEDERAL ROOMS<br>Keynote speaker: Dr. John E. Lawson, Commissioner of Education |
| 1:00 p.m. - 4:30 p.m. | Second Workshop Session (same as first) |
| 4:30 p.m. - 5:30 p.m. | Cash Bar – Hors d'oeuvres – POOLSIDE |
| 5:30 p.m. - 8.00 p.m. | Workshop Summary Committee – COTILLION ROOM |
| 8:00 p.m. | Dinner – ABBY (off the lobby) |

## APRIL 10, 1984

| | |
|---|---|
| 8:00 a.m. | Coffee, distribution of Workshop Summary Document<br>FOYER (main level) |
| 9:00 a.m. | Special Breakfast Meeting and Briefing for Superintendents<br>Host: John E. Durkin, Superintendent of Schools, Worcester<br>COTILLION ROOM |
| 9:00 a.m. - 9.30 a.m. | Re-convening of Workshops to review and discuss each workshop's contribution to the summary document<br>No. 1 – WORCESTER ROOM<br>No. 2 – HANCOCK ROOM<br>No. 3 – JEFFERSON ROOM<br>No. 4 – DIRECTOR ROOM<br>No. 5 – EXECUTIVE ROOM<br>No. 6 – MANDARIN ROOM<br>No. 7 – ADAMS ROOM |
| 9.30 a.m. - 10:30 a.m. | General Session for Workshop Group – CHARTLEY ROOM |
| 10:30 a.m. - 11:30 a.m. | General Session – CHARTLEY ROOM |
| 12:00 noon | Lunch – GRAND BALLROOM |
| 1:00 p.m. | Panel discussion with invited guests – CHARTLEY ROOM<br>(see list of guest speakers and panelists) |
| 3:30 p.m. - 4:30 p.m. | Cash Bar – WORCESTER ROOM |



# Workshop Participants

APPENDIX 2.

**WORKSHOP NO. 1 — *Educational Diversity and Greater Parent/Teacher Choice***

**Facilitator:** George Tsapatsaris, LOWELL
**Recorder:** Anne Hanley, LOWELL

**Practitioners:** Barbara Jackson, Sidney Smith, BOSTON
George MacKay, BROCKTON
Milli Blackman, Ann Bolger, CAMBRIDGE
Gabriel Andrade, John R. Manso, FALL RIVER
Felicita El-Ghadi, David Edson, Mary Curro, HOLYOKE
Beth Hammer, Veronica Dooley, LAWRENCE
Robert Weintraub, LOWELL
Lainie Averback, LYNN
Shirley Kountze, MEDFORD
Mary A. Dryden, Mary Kate Fenton, Carol Hausamann, Diane M. Puff, SPRINGFIELD
Thomas Durkin, Elizabeth A. Johnson, Francis Trainor, WORCESTER

**WORKSHOP NO. 2 — *Greater Parent, Student and Public Involvement***

**Facilitator:** Margaret Gallagher, CAMBRIDGE
**Recorder:** Sharon Afutu, WORCESTER

**Practitioners:** Robert Hayden, James Stanton, Roseanna McCourt, BOSTON
Charles Crivellaro, Christine Tennihan, John Kenney, BROCKTON
Peter Colleary, Shirley Kimbrough, Nancy Johnson, CAMBRIDGE
Helen Sallum, FALL RIVER
Jeanne Sarkis, Marlene O'Donnell, Andrea Cruz, HOLYOKE
Bill Perez, Cathy Halbach, LAWRENCE
Elin Bourse, Joseph Molligi, Thomas Stoodley, George Cruz, LOWELL
Cynthia McFarlane, Terry Carmody, LYNN
Faye John, Karl Farmer, MEDFORD
Theodora A. Sylvester, Allene Curto, SPRINGFIELD
Patricia Higgins, Sharon Afutu, WORCESTER

**WORKSHOP NO. 3 — *High Quality, Effective, Integrated Public Schools: Individual Models of Excellence and How They Got That Way***

**Facilitator:** William Bagley, LAWRENCE
**Recorder:** Sister Joyce Khoury, S.N.D., LAWRENCE

**Practitioners:** Melanie Barron, Donna Cataldo, Charles Gibbons, BOSTON
Paul LeVie, Barbara Feener, Marilyn Geller, BROCKTON
Mary Lou McGrath, CAMBRIDGE
Bernadette Beaulieu, Michael LePage, June H. Soares, FALL RIVER
Edward O'Malley, Alex Borelli, Richard Griffin, Robert Dempsey, Bill Benedict, HOLYOKE
William Bagley, Sister Joyce Khoury, S.N.D., LAWRENCE
Frederick Gallagher, John Cronin, LOWELL
Marie Blaczyak, Andrew Fila, Ronnie Kupulnick, James Leonard, LYNN
James R. Moriarity, Sharlene Silverman, Susan Shea, George W. Fisk, Mary E. Fitzgerald, Ann Degrace, SPRINGFIELD
James Murphy, John Simoncini, WORCESTER

**WORKSHOP NO. 4 — *Staff and Program Development Strategies Leading to Both Individual School and System-Wide Improvement***

**Facilitator:** Judy Burnette, BOSTON
**Recorder:** Brenda Jones, BOSTON

**Practitioners:** William Dandridge, Claryce Evans, Bernice Johnson, BOSTON
Stephanie Mallory, BROCKTON
Elsa Wasserman, Brenda Brown, CAMBRIDGE



*Continued —*

Nancy Nagle Colajezzi, Martha Nugent Dorney, FALL RIVER
Eileen Corrigan, Larry Bernier, HOLYOKE
William Frain, LAWRENCE
Linda Lee, Albert Guimond, LOWELL
Paul Allen, Clair Grafton, LYNN
Teresa E. Regina, Kathleen M. Riordan, SPRINGFIELD
Eugene Applebaum, John McGinn, WORCESTER

**WORKSHOP NO. 5** – *System-Wide Strategies for Excellence through Equity and Choice: Including Academic Standards and Accountability*

**Facilitator:** John Howell, SPRINGFIELD
**Recorder:** Marilyn Erickson, SPRINGFIELD
**Practitioners:** Oliver Lancaster, Roger Beatty, William Ubinas, BOSTON
John McDonough, BROCKTON
Diane Tabor, Carolyn Wyatt, CAMBRIDGE
Barton G. Paula, Tobias J. Monte, Ronald Cote, FALL RIVER
Timothy Barrett, Robert O'Neill, HOLYOKE
Susan Piscitello, Marcia Burns, LAWRENCE
James Foye, LOWELL
Joan Russell, Sandra Rick, LYNN
Roy Belson, MEDFORD
Gary Roberts, SPRINGFIELD
Stephen Baker, Peter Trainor, WORCESTER

**WORKSHOP NO. 6** – *Bilingual, Multi-Cultural and Special Needs Development*

**Facilitator:** Antonio Davila, WORCESTER
**Recorder:** Dianne Ayers, HOLYOKE
**Practitioners:** Raffael DeGruttola, Betty Rivera, Tom Hehir, Margarita Muniz, Carmen O'Connor, BOSTON
Willie Wilson, Nhat Nyugen, Virginia DaCosta, Carol Solomon, Frank Dunbar, Pedro Sanchez, BROCKTON
Joan Downey, Carol Chaet, Maria Athanassiou, CAMBRIDGE
Peter C. Cross, John A Santos, Antonio Furtado, FALL RIVER
David Groesbeck, Karen Fontaine, HOLYOKE
Susan Rivet, LAWRENCE
Lisa Bryant, Sonya Merian, LOWELL
Gwen Blackburn, MEDFORD
Vivian George, Evangelina Garced, Felicita Gonzalez, Delores Stamps, SPRINGFIELD
Victoria Proko, Roland Levin, WORCESTER

**WORKSHOP NO. 7** – *High Technology: The Proper and Appropriate Uses of Computers and Other Advanced Electronic Technology in the Achievement of Excellence, Equity and Choice*

**Facilitator:** Shirley Kountze, MEDFORD
**Recorder:** Judy Taylor, EEO
**Practitioners:** Marilyn Gardner, Michael Fung, Christopher Lane, BOSTON
Betty Gilson, Barbara Lee, Pamela Brown, Virginia McNeil, Gary Melford, BROCKTON
Deborah Ross, Corinne Gayle, CAMBRIDGE
Marcel Perry, FALL RIVER
John Clark, Alphonse Laudato, HOLYOKE
Raphael Miller, LOWELL
Elizabeth Matta, Gloria Hasset, MEDFORD
Diantha Ferrier, Maryann Woods, John J. O'Malley, Barbara Heaps, SPRINGFIELD
John Burke, Francis Deignan, WORCESTER